

LANGUAGE ARTS **Third Grade**

READING

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and nonprint text.

Oral Language / Decoding

| Key | Reporting Category | | |
|------------|---------------------------|--|--|
| D | | Show evidence of expanding oral language through vocabulary growth. | Aqua Words, AW29 |
| D | | Build vocabulary by listening to literature and participating in discussion. | |
| D | | Consistently use established rules for conversation (e.g., taking turns, raising hand, and asking questions). | |
| D | | Understand, follow, and give oral directions. | |
| D | | Respond to questions from teachers and other group members and pose follow-up questions for clarity. | |
| D | | Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations). | |
| D | | Summarize orally what has been learned or accomplished after completing an activity or assignment. | Color Crazy, W2 Habitrekking, W79 |
| I | | Give oral presentations about experiences or interests, using eye contact, proper pacing, adequate volume, and clear enunciation. | Habitrekking, W79 First Impressions, W178 |
| D | | Listen attentively to speaker for specific information. | |
| D | | Use appropriate listening skills (e.g., do not interrupt, face speaker, and ask questions). | |
| D | | Listen and respond to a variety of media (e.g., books, audio tapes, and videos). | Saturday Morning..., W184 And The Wolf Wore Shoes, W180 |
| D | | Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, and artistic representations). | |
| D | | Recognize the difference between formal and informal languages. | |
| D | | Develop awareness of sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, books on tape, music lyrics, sound effects, and read-alouds). | |
| A | V | Distinguish individual sounds including consonant blends within words. | |
| D | | Add, delete, and change targeted sounds to modify or change words. | |
| A | V | Identify and/or select rhyming words. | |
| D | | Use knowledge of letter-sound correspondence knowledge and structural analysis to decode. | |
| D | | Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., root words, prefixes, and suffixes). | |
| A | V | Recognize root words and their various inflections (walks, walking, walked). | |
| D | | Read with increasing fluency (using appropriate timing, intonation, and expression) and confidence from a variety of texts (e.g., paired readings, shared reading, choral reading, teacher-led reading, and reading with tapes). | |
| D | | Participate in guided oral reading. | |

KEY

I = Introduced D = Developing A = State Assessed M = Mastered

REPORTING CATEGORY

**C = Content G = Grammar MG = Meaning T = Techniques and Skills V = Vocabulary
WO=Writing Organization WP = Writing Process**

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| | | | |
|----------|--|--|---|
| D | | Demonstrate the automatic recognition of high frequency words. | |
| I | | Decode multi-syllabic words not yet known as sight words. | |
| D | | Participate in activities to build background knowledge to make meaning from text. | |
| D | | Express reactions and personal opinions in response to a selection. | |
| D | | Summarize concepts presented in science (e.g., illustrations, sentences, paragraphs, and reports) and social studies (e.g., illustrations, sentences, paragraphs, and reports). | Too Close for Comfort, W300 What's That, Habitat?, W56 |
| D | | Summarize a story. | |

Comprehension

| | | | |
|----------|-----------|---|--|
| A | V | Determine word meaning within context using prefixes and suffixes. | |
| A | V | Determine word meanings through the use of context clues. | |
| D | | Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources. | |
| A | V | Recognize grade appropriate vocabulary within context. | |
| A | V | Select appropriate synonyms and antonyms within context. | |
| A | V | Determine correct meaning/usage of multiple meaning words. | |
| D | | Manipulate word walls and word sorts. | |
| D | | Build vocabulary by reading a wide range of text types inside and outside the classroom. | |
| D | | Identify a purpose for reading (e.g., for information, enjoyment, and understanding a writer's position). | |
| A | MG | Select questions used to focus and clarify thinking while reading. | |
| D | | Draw conclusions based on evidence gained while skimming and reading. | |
| D | | Predict outcomes based upon prior knowledge and adjust as knowledge is gained while reading. | |
| D | | Use metacognitive reading strategies to monitor comprehension (e. g., reread, read ahead, adjust reading speed). | |
| D | | Create a mental image. | |
| A | C | Determine the sequence of events in a story. | |
| A | MG | Identify stated cause and effect relationships in text. | |
| I | | Discuss similarities and differences in text events, characters, and character actions. | |
| A | MG | Distinguish between fact and opinion within text. | |
| A | MG | Identify the stated main idea of a reading selection. | |
| D | | Recognize the stated/implied main idea of the text. | |
| I | | Discuss author's purpose for writing. | |
| A | MG | Determine appropriate inferences from text. | |
| D | | Apply skills and strategies to comprehend informational text (e.g., pre-reading strategies, comprehension strategies). | |
| I | | Use self-correction strategies while reading (e.g., pausing, rereading, and asking for help). | |
| D | | Read for literary experience and enjoyment, to gain information, perform a task, expand vocabulary, and build fluency. | |

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| | | | |
|----------|----------|---|---------------------------|
| D | | Read and view various literary (e.g., short stories, fairy tales, nonfiction texts, biographies, folktales, and poetry) and media (e.g., photographs, the arts, films, and video) types. | |
| D | | Understand the main idea or message in visual media (e.g., pictures, cartoons, weather reports on television, newspaper, and photographs). | |
| A | C | Identify setting, characters, and plot in a reading situation. | |
| I | | Differentiate between main and minor characters. | |
| D | | Determine the problem in a story, discover its solution, and consider alternate solutions. | |
| A | C | Determine the problem in a story and recognize its solution. | |
| D | | Identify types of stories (e.g., folktales, fables, and fairy tales). | |
| A | C | Recognize basic plot features of fairy tales, folk tales, fables, and myths. | |
| D | | Compare and contrast different versions/representations of similar stories, legends, lessons, or events reflecting different cultures. | |
| I | | Explore the concept of first person point of view. | |
| D | | Develop and maintain content specific vocabulary. | What's That, Habitat? W56 |
| D | | Explore the ways in which language is used in literary texts (e.g., rhythm, beat, imagery, simile, and metaphor). | |
| D | | Recognize and use parts of text (e.g., title, table of contents, glossary, and index). | |
| I | | Recognize and use common text features (e.g., headings, key words, and graphics). | |
| A | C | Identify different forms of text (e.g., poems, plays, and stories). | |
| D | | Make predictions using text features (e.g., illustrations and graphics). | |
| D | | Preview text using illustrations, graphics, text format, text structures, and skimming. | |
| A | T | Recognize how illustrations support the text. | |
| A | T | Select information using available text features (e.g., maps, charts, and graphics). | |
| D | | Use outside resources to access information (e.g., family and community). | |
| D | | Use media sources to access information (e.g., online catalog, nonfiction books, encyclopedias, CD-ROM references, and internet). | |
| D | | Use text referenced material (e.g., dictionary, thesaurus, encyclopedia, magazines, and newspapers). | |
| A | T | Recognize the parts of a book (e.g., table of contents, and glossary). | |
| D | | Visit libraries/media centers and regularly check out materials. | |
| D | | Read longer narrative and expository text independently including chapter books. | |
| D | | Select literature based on personal needs and interests from a variety of types and by different authors. | |

WRITING

The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

Process

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| | | | |
|---|----|---|---|
| D | | Brainstorm ideas with teacher and peers. | |
| D | | Identify the purpose for writing: to acquire and exhibit knowledge (e.g., paragraphs, reports and answer questions), to entertain (e.g., stories, poems, riddles, and cartoons), to write to inform (e.g., friendly letters, reports, invitations, journals, notes, and lists), write in response to a prompt (e.g., to respond to a picture, story, and art). | |
| A | WP | Choose the most specific word to complete a simple sentence. | |
| A | WP | Identify the purpose for writing (i.e., to entertain, inform, exhibit knowledge, respond to a picture, story, or art). | |
| A | WO | Complete a simple graphic organizer to group ideas for writing (e.g., webbing). | Beautiful Basics W58 Aqua Words AW29 |
| A | WP | Identify the audience for which a text is written. | |
| A | WO | Select the best title for a text. | |
| D | | Use a variety of sources to gather information. | |
| D | | Write in complete sentences using descriptive language. | Learning to Look... W278 |
| I | | Develop a paragraph with a topic sentence, supporting details, and a concluding sentence. | |
| A | WO | Choose a topic sentence for a paragraph. | |
| A | WP | Choose a supporting sentence that best fits the content and flow of ideas in a paragraph. | |
| A | WP | Identify unnecessary information in a paragraph. | |
| A | WO | Complete a simple graphic organizer (i.e., charts, graphs, and diagrams) arranging information to be used in a writing sample. | |
| A | WO | Rearrange events in sequential order. | |
| A | WO | Rearrange sentences to form a sequential, coherent paragraph. | |
| D | | Compose first drafts using appropriate parts of the writing process. | |
| A | WO | Rearrange a story sequentially with a logical beginning, middle, and end. | |
| D | | Incorporate photographs or illustrations. | |
| I | | Use correct page format (e.g., paragraphs, margins, indentations, and titles). | |
| D | | Use a rubric to evaluate own and others' writing. | |
| D | | Revise writing to improve detail after determining what could be added or deleted (e.g., reread; rearrange words, sentences, paragraphs; add descriptive words; remove unneeded information; incorporate suggestions and vary sentence structures). | |
| D | | Evaluate own and others' writing through small group discussion and shared work. | |
| I | | Identify opportunities for publication (e.g., national and/or local contests, websites, newspapers, and periodicals). | |
| A | T | Identify the most reliable source of information for preparing a report. | |
| I | | Record and evaluate suggestions and reactions with peers. | |
| I | | Recognize positive features and give feedback to peers. | |
| D | | Review personal collection to determine progress. | |
| D | | Use technology to publish writing. | |

Product

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| | | | |
|------------|--|---|------------------------|
| D | | Gather and record information on a topic. | First Impressions W178 |
| D | | Write key thoughts and questions, record reactions, observations, and group related ideas. | Grasshopper Gravity W4 |
| D | | Write stories that have a beginning, middle, and end. | |
| D | | Produce a variety of written works (e.g., literature responses, reports, "published" books, and book reports) in various formats. | |
| D | | Create individual and classroom books, stories, and poems. | |
| I | | Write in response to a narrative prompt. | |
| I | | Write an account based on personal experience that has a clear focus and supporting details (e.g., use illustrations and lists). | |
| D | | Write in math journals, create math stories, and write explanations for problem solving. | |
| D | | Participate in shared writings about the arts and personal activities. | |
| I | | Write brief descriptions of a real object, person, place, or event using sensory details. | |
| D | | Write to express opinions and judgments. | |
| I | | Write for personal enjoyment using individual expression and creative imagination. | |
| D | | Write a different ending to a story. | |
| D/I | | Write to describe story elements (e.g., setting, characters, plot, problem, and solution/conclusion). | |
| I | | Compare characters, settings, and events within and between stories. | |
| I | | Write a descriptive paragraph, a narrative paragraph, a how-to paragraph, and a compare-contrast paragraph. | |
| D | | Write a variety of poems, a friendly letter, and in a journal. | |

ELEMENTS OF LANGUAGE

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

| | | | |
|------------|----------|--|--|
| D | | Apply elements of language (e.g., end marks, commas in a series, capitalization); usage (e.g., subject and verb agreement in a simple sentence); and sentence structure (e.g., elimination of fragments) when writing and editing. | |
| A | G | Identify the correct use of nouns (i.e., as subjects, singular and plural), verbs (i.e., present, past, and future), and adjectives (i.e., comparative and superlative) within content. | |
| D/I | | Use verbs appropriately (e.g., past, present, and future tenses, irregular verbs, and agreement with simple and compound subjects). | |
| D/I | | Use pronouns appropriately (e.g., subject and object, pronouns, substitution for nouns, and agreement with antecedents). | |
| D/I | | Use adjectives appropriately (e.g., vivid descriptive words, comparative/superlative, and articles). | |
| I | | Use adverbs appropriately (e.g., common formation and placement in a sentence). | |
| I | | Recognize usage errors (e.g., double negatives, troublesome words [to, two; their, there, they're]). | |
| A | V | Recognize grade level compound words, contractions, and common abbreviations within context. | |
| D | | Use capitalization when writing names and dates. | |
| A | G | Identify correctly used capital letters in names, dates, and addresses. | |

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| D | | Use capitalization when writing cities and states, addresses, holidays, and titles of books. | |
| A | G | Recognize correct capitalization and end punctuation within context. | |
| A | G | Identify the correct use of commas with dates, addresses, items in a series, and the greeting and closing of a friendly letter. | |
| D | | Use correct punctuation (e.g., end punctuation, periods in initials, abbreviations and titles before names; colon between hour and minutes, and parts of a friendly letter). | |
| D | | Recognize and use contractions and possessives using apostrophes. | |
| D/I | | Write legibly in manuscript and in cursive. | |
| D | | Spell high-frequency words correctly. | |
| D | | Spell correctly commonly misspelled words as appropriate to grade level. | |
| D/I | | Spell correctly words that have blends, contractions, and orthographic patterns (e.g., consonant doubling, changing "y" to "i," dropping the final silent "e" before adding the suffix). | |
| I | | Form and spell contractions, plurals, and possessives correctly. | |
| A | G | Choose the correct formation of contractions and plurals within context. | |
| D | | Arrange and identify words in alphabetical order for practical purposes occurring in everyday life (e.g., lists, card catalog, and phone directory). | |
| A | T | Rearrange and identify words in alphabetical order (e.g., lists, telephone directory). | |
| D | | Use a dictionary and other resources to verify spelling. | |
| D | | Use appropriate language structure in oral and written communication (e.g., subject-verb agreement, correct word order, and correct placement of words and phrases). | |
| A | G | Recognize usage errors occurring within context (e.g., double negatives, troublesome words: to, too, two, there, their, they're). | |
| D/I | | Identify and use statements, questions, commands, and exclamatory sentences in writing and speaking. | |
| A | G | Identify declarative, interrogative, and exclamatory sentence by recognizing appropriate end-marks. | |
| A | G | Select the simple subject and predicate of a sentence. | |
| D | | Recognize complete sentences; edit incomplete sentences and run-on sentences. | |
| A | WP | Select the best way to combine sentences in order to provide syntactic variety within context. | |
| D | | Combine sentences using compound subjects and/or predicates. | |
| A | WP | Select the compound sentence that correctly combines two simple sentences. | |
| D | | Use classroom resources (e.g., word walls, dictionaries, teacher, peers, appropriate technology, and student generated word books) to aid in proofreading. | |
| D | | Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling. | |
| A | T | Identify correctly (or incorrectly) spelled words in context. | |
| D | | Use resources (e.g., dictionaries, thesaurus, and computer) to aid in the writing process. | |

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